DOCUMENT RESUME

ED 222 211 JC 820 471

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TITLE Guidelines for Implementing a Real Estate Cooperative Education Program.
INSTITUTION Texas A and M Univ., College Station. Texas Real Estate Research Center.
REPORT NO E-782-6C-365
PUB DATE May 82
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperative Education; Cooperative Programs; Postsecondary Education; Program Administration; *Program Development; *Program Implementation; *Real Estate Occupations; Scheduling; *School Business Relationship; Student Evaluation

ABSTRACT

Background information and guidelines are provided for the development of cooperative education programs for real estate industry personnel. The first section outlines the operation of cooperative education programs and presents two organizational plans: the alternating plan, where students attend class full-time and work full-time during alternate terms, and the parallel plan, where students attend class and work during the same term, both on a part-time basis. This section highlights certain administrative and operational requirements that are important to program success. These include academic community acceptance, centralized responsibility, rules and regulations, and the preparation of promotional literature. In addition, this section identifies the benefits of cooperative education to students, employers, educational institutions, and society. After an enumeration of the common characteristics of four successful cooperative education programs in Texas, the second section offers guidelines for program implementation, covering: (1) program objectives; (2) essential planning components, including recruiting students, securing work sites, placing students with employers, and reintegrating students into the academic environment; (3) additional planning considerations; (4) sources of academic support; and (5) the program coordinator's role. Appendices provide calendar models, sources for job leads, student evaluation procedures, and guidelines for the program coordinator. (HB)

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# GUIDELINES FOR IMPLEMENTING A REAL ESTATE COOPERATIVE EDUCATION PROGRAM

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May 1982

E-782-6C-365

JC 820 471

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## INTRODUCTION

Cooperative education can play an important role in the education of the real estate industry's future personnel. It is a way of providing practical experience for students pursuing a college degree and a way of helping students finance their college education while preparing for a career in the real estate industry.

## HOW DOES COOPERATIVE EDUCATION WORK?

Cooperative education today has a wide variety of operating arrangements or calendars. These range from a permanent job shared in alternating terms by a pair of students to ad hoc summer positions for only one student to a student working part-time and going to school part-time. The traditional program is to have a two-person team. A full-time job with a private sector firm or public sector agency is obtained by the cooperative institution. This work assignment is shared by a pair of students on an alternating basis. While one student is working, the partner is attending classes. At the end of the specified time period, the students change places. Thus, a full-time job is covered year round by a pair of students.

The type of calendar successful for a particular institution depends upon several variables. Among these are the size and location of the college, the organization of the curriculum into quarters, tri-mesters or semesters, the availability and types of work opportunities and the timing of student enrollments. Each institution, after examining its resources and environment, must develop its study-work calendar to fit its particular situation. The plan adopted will be a variant of either an Alternating Plan or a Parallel.

The Alternating Plan has a student work full time and then attend classes full time in alternating terms. This may or may not involve a pair of students sharing a full-time job on a year round basis as described in the traditional alternating plan.

The Parallel Plan involves attending classes and working during the same term, both on a part-time basis. Thus, as the term parallel implies, the study and work arrangements run parallel with each other.

In addition to the academic work-study calendar, a successful program depends upon the fulfillment of certain basic administrative and operational requirements which include the responsibilities of the educational institution and the participating employers. It should be emphasized that each institution should tailor these requirements to its own particular needs and objectives.

Following are some of the more important requirements which should be considered.

Academic Community Acceptance

It is important that the cooperative program have the complete endorsement and support of the institution's top administration, teaching faculty, student body and those directly responsible for the administration and operation of the program. Adequate orientation should be provided to inform the faculty about the rationale of cooperative education as an integral part of the total educational process.

Centralized Responsibility

Ideally, the responsibility for the administration and supervision of the cooperative program should be monitored by one central point of contact--the intern coordinator. The counseling and placement service should be competent, continuous, comprehensive and convenient to the students enrolled in the internship program. In addition, the counseling and placement service should be considered an integral part of the total guidance framework and effectively use all the necessary student personel services of the institution. It is important that the cooperative program be evaluated continuously in terms of the preparation and attitudes of administrative support, effectiveness of the counseling and placement service, adequacy of physical and personnel facilities and the coordinator.

Rules and Regulations

Those responsible for the administration and operation of the program should establish and maintain an adequate control system (rules and regulations) to insure harmony and rapport, as well as to protect the vested interests of the participants (students, employers and school officials) in the program. Special emphasis should be placed on establishing operational guidelines which are flexible enough to permit revision due to changing times regarding significant economic, social or vocational trends.

Promotional Literature

Those responsible for the administration and operation of the cooperative/internship program prepare adequate booklets, brochures and flyers for publicity and promotional purposes. The format and content of these publications should be prepared in accordance with the specific audience to be served. Special publications should be prepared for the following audiences: the community-at-large, potential high school students and guidance counselors and prospective cooperative employers. Most internship programs have also prepared some form of student handbook for students enrolled in the program. It also should be pointed out that a description of the real estate cooperative/internship program should be included in all of the standard publications of the institution.

What Are the Benefits of Cooperative Education?

In 1961, a national two-year study of cooperative education to determine the validity of its claimed educational advantages was published with financial support from the Ford Foundation's Fund for the Advancement of Education. The advantages of cooperative education, according to the national study, are:

To students--

1. Gives reality to learning

   Students find their studies have greater meaning through coordinating work experience with classroom instruction.

2. Increases educational motivation

   The integration of work and study increases student motivation because it engenders a stronger desire to learn.

3. Develops greater human understanding

   Students develop greater understanding of other people and greater human relations skills by using the adult-oriented work-a-day community as a laboratory for learning.

4. Accelerated maturation

   Students discover that cooperative work experience in the adult-oriented world of work provides them with opportunities to broaden their outlook and shape their behavior patterns to meet the demands of the adult world. Students also discover that cooperative work experience gives them a greater sense of responsibility and increases self-confidence. The cooperative plan teaches the student that maturity involves a willingness to listen and look, the sensibility to what is real and what is false and the ability to make intelligent judgements.

5. Provides orientation to the world of work

   The cooperative plan provides a solid foundation for career planning and vocational guidance in the following ways:

   (a) Students have an excellent opportunity to test their interests and abilities in connection with real jobs.

   (b) Students gain first-hand vocational information and guidance in their cooperative employment.

   (c) Students gain a new understanding of, and a healthy attitude toward, the real world of work.

   (d) Students can discover their strengths and weaknesses through cooperative employement.

6. Provides financial aid

   Cooperative education, which provides students with regular income-producing jobs to pay part of their college expenses, makes higher-education possible and attracive to many qualified young people who could not otherwise afford to go to college.

7. Provides useful employment contacts

The cooperative plan gives the student contacts which are useful in later occupational placement. For many students, it provides a hard start in salary and position in after-graduation employment.

To employers--

1. Provides a good source of labor supply

The cooperative program helps the employer infuse new talent into the organization at the entry job levels. Employers have an opportunity to identify and select students with the particular abilities and talents sought.

2. Facilitates recruitment and retention

The cooperative plan provides the employers with an excellent recruitment tool. The system can be used to tailor the cooperative job assigments so students can better appraise the long-range potential for after-graduation employment. In additon, the employer can use supervisory personnel to screen those "co-op" trainees with the most potential for future permanent employment consideration.

3. Permits a better use of personnel

The employer can use "co-op" trainees to fill assigments which fall between those too difficult for the high school graduate and those which normally do not require the abilities and talents of professionals. This means the employer can more effectively use highly paid personnel for more specialized work.

To educational institutions--

1. Permits more effective use of plan facilities

Since half the student body is at work while the other half is attending classes, there is more efficient use of facilities because the institution can accommodate nearly twice the enrollment with the same given amount of classroom and laboratory space. The cooperative plan also provides the school with additional tuition income through the dual nature of the student body.

2. Encourages greater community support

A school operating on the cooperative plan has an opportunity to expand its service to the community and thus merit to an even greater extent the moral and financial support of that community.

3. Provides benefits to the teaching faculty

As new work programs are planned and developed and as students alternate between classroom periods and work periods, faculty members are in an advantageous position to maintain a closer relationship with business, industry and the chosen profession. In addition, teaching effectiveness is usually enhanced because faculty members are kept up to date on the latest developments in their fields by the students who are frequently exposed to the frontiers of knowledge in their cooperative assignments. Although the cooperative plan puts more pressure on the teaching faculty to keep their lecture material up to date, most of them find teaching in a cooperative institution stimulating and challenging.

Advantages to Society

Although not included in the national study, cooperative education does have a very definite impact on the society as a whole.

A basic objective of democratically oriented education is to provide well informed, balanced and competent, democratic citizens. One of the related objectives of college must, therefore, be to create the most efficient learning situations possible so the student is able to attain the basis objective academically as well as personal and professional development.

Participation by students in some form of a cooperative education program--with its emphasis on integrating work and study--broadens the nature and scope of factors which influence a student's personal growth and professional development. The role of practical experience provides the student with opportunities to analyze, evaluate and adapt to a number of new situations. In addition, the students' off-campus experience brings them in contact with a variety of people from all walks of life which enhances their perspective and outlook about their self-image as well as a greater understanding of others and the world in which they function. Their ability to cope with the world of reality through these real-life experiences reflects development in terms of emotional and intellectual maturity.

Characteristics of Successful Texas Programs

A review of four cooperative education programs in Texas resulted in the following successful real estate internship characteristics:

1) There should be a close, working relationship between the intern coordinator and participating firms which results in mutual trust and confidence.

2) There must be careful analysis of the student and the firm to assure each has an understanding of the program and its operation. Both firm and student should have realistic expectations and commitment to make the program successful.

3) Students should have considerable classroom knowledge of real estate to benefit from the work experience and to contribute and be of value to the firm.

## GUIDELINES FOR IMPLEMENTING A REAL ESTATE COOPERATIVE EDUCATION PROGRAM

Implementing a cooperative education/internship program for real estate students has greater potential for being successful if certain guidelines are followed. The guidelines suggested in this section have proved successful around the country. These programs dealt with a wide range of job opportunities. These methods have been empirically tested and judiciously modified and, therefore, should work well in the development of a real estate internship program.

Keep in mind that guidelines are general. Different institutions using the same guidelines for structuring their program may ultimately have substantial differences as the programs are shaped to meet the institutions', students' and employers' needs.

Program Objectives

Statements of objectives serve to guide both the planning and implementation of internship programs. Thoughtful reflection and careful delineation on the objectives sought through internships are vital to the development of a sound program. There are three important considerations in establishing program objectives.

1) The objectives serve their function only if they are explicit and clear. Programs organized and operated with clear goals as guides tend to be more stable and, ultimately, more successful. The intention should be to help students achieve these goals and to establish clear-cut standard operating procedures defining the roles of the various participants.

2) Program objectives give high priority to cooperative education as a strategy of education. Institutions seek a variety of goals through cooperative education and internships, including financial assistance for students and student recruitment. These objectives are quite acceptable and in no way hinder the program; however, they should be subordinate to student learning goals.

3) There should be substantial and consistent agreement concerning specific objectives among the program coordinator, the faculty and the college administrators. If there is disagreement concerning specific objectives or emphasis between objectives, total program support is diminished and success impaired.

Program Planning

Placing students in internships is an educational methodology characterized by having students engage in productive work as an integral part of their formal education. This concept implies the essential ingredients for cooperative education programs. Every co-op program requires a plan for (1) recruiting students, (2) securing work situations, (3) getting the student and the job together and (4) re-integrating the student into the academic environment. Although there are other important considerations in planning an internship program, such as whether or not academic credit should be awarded for the co-op work experience, they are not essential to a functioning program.

Some co-op/internship programs are more successful than others. To implement a successful real estate internship, the coordinator must examine each of the four ingredients just mentioned and tailor the program to specific circumstances.

1) Recruiting Students

One method for recruiting students into an internship plan is to have a mandatory internship. Thus, a real estate major knows cooperative education in an integral part of the program.

In contrast, there is the optional program. The special problem of the optional program is the necessity of developing plans to attract students. Students are not automatically attracted to the idea of cooperative education. Stable and successful programs have tended to be more aggressive and to use a greater variety of approaches in recruitment procedures. Some recuitment approaches that may prove useful are brochures, mailings to potential co-op students, posters, having a co-op student or the coordinator speak to interested groups and classes, and, of course, working closely with student advisors.

2) Recruiting Employers

There are a number of factors to consider in finding appropriate cooperative education jobs: location of the college; nature and mobility of the student body; operating mode of the program (i.e. alternating, parallel or mixed); program objectives; and the orientation of the academic program (i.e. brokerage, finance or diversified analysis).

There are many different methods for finding job leads. Among these are (1) knocking on doors, (2) using professional contacts, (3) using alummi contacts, (4) mass mailing and (5) writing or telephoning employers.

3) Placement of Students with Employers

This is a principal element of the coordination function, and usually the responsiblity is assumed by the internship coordinator. Typically, the coordinator and the student together explore the students' needs, desires and qualifications and then make the best job match possible. Customarily, both the student and the employer have the option of refusing to enter into an employement agreement.

Among student needs a coordinator should assess are the student's willigness to relocate, financial needs, both long-term goals and more immediate objectives. In some cases, students may be able to and desirous of relocating for the cooperative period. In other instances, the student may not be financially able to relocate nor desire to do so.

In viewing cooperative education and an educational strategy, it is vital to determine the student's goal for the co-op term. Does the student want a job to increase his or her sales ability? Is the goal to learn the structure of a commercial banks's development and process? Does the student wish to learn the techniques of appraising and the role it plays in loan underwriting? Does he or she wish to make contacts that would be useful in securing after-graduation employment in property managment? It is a responsibility of the coordinator to bring the student and employer together to create a learning contract to ensure the attainment of specific student oriented learning objectives.

On the other hand, coordinators must also consider the needs of employers. Some employers prefer to interview a number of students for a particular co-op work position. Others would rather the coordinator assess the student's qualifications and select the one candidate who is best

qualified for the job. Note: certain employers may be able to pay high salaries while others may not be able to pay any salary at all.

4) Providing Re-entry to the Classroom

It is important that there be a clear, definitive and structured plan that enables students to leave the classroom for work and return without difficulty. The literature on this aspect of cooperative education provides no clear guidance other than the coordinator should have a structured program designed to re-integrate students into the classroom situation.

Additional Program Planning Considerations

There are several additional elements of program planning which are important, yet not essential, to the functioning of the program. They can be positive program elements aiding in student recruitment and employer support.

1) Academic Credit

Perhaps the most common addition to cooperative education programs is the awarding of academic credit for the co-op work experience. According to a 1975 survey, 69.2 percent of the known cooperative education programs awarded some form of academic credit for the work experience, and the practice is increasing.

Typically, a member of the real estate faculty, usually the internship coordinator, is responsible for awarding credit. Evaluation ordinarily includes: (1) employer evaluation of the student's work performance, (2) student participation in a related seminar, (3) a term report by the student and (4) the coordinator's evaluation of the student's work experience.

2) The Career Development Seminar

The cooperative education career development seminar generally is held during the work term, usually in the late afternoon or evening, and meets

from twice weekly to, perhaps, five times during the term. The purpose of the seminar is to assist in the career development of the student and to make the cooperative work experience a more meaningful one. For example, the coordinator may plan a series of seminar topics such as "Defining Work Values," "Ethics in Real Estate Operations," "Identifying Real Estate Career Paths." The seminar provides an excellent opportunity for the coordinator to bring people working in the field into the classroom to help clarify students' questions about real estate careers.

3) Advisory Council

An advisory council may be formed including representatives from the college and the business community. The purpose of the council is to promote cooperative education in the community, to help students obtain jobs, and, occassionally, to contribute financial support to the program.

Academic Program Support

The extent to which an academic program wants an internship program--and its effectiveness in translating that desire into concrete support--is vital to the development of the internship. There are several significant sources of commitment that are necessary.

1) The Dean

The dean of the college can be an important source of commitment. Strong and stable programs tend to have solid support from the dean.

Evidence of support from the dean is found in three major functions: making both public and university community statements concerning the mission and programs of the institutions, establishing budgetary priorities, and administering the college.

Deans frequently are asked to discuss the mission of their colleges and the programs that have been developed to fulfill that mission. Within this context they can create opportunities to discuss the potential significance of cooperative education for the college and its students.

On occasions in which deans address faculty and other groups within the institution, their rspons:bilities often include reminding faculty of the college's goals and making clear the relationship between on-going and planned programs to these goals. In cases where co-op programs are strong and succesful, it is clearly understood within the institutions that the dean is strongly supportive of the program.

The second, and probably the single most important way in which deans support cooperative education is through the allocation of funds. The amount of money that needs to be budgeted is dependent both on the nature of the program and geographic location of the college. Research does suggest, however, that program stability is associated with a substantial portion (50 percent or more) of the total program budget coming from institutional sources.

The third kind of support which a dean can render to cooperative education is administrative authorization. Every stable program is clearly in the mainstream of the institution's administrative structure. The real estate internship coordinator should be part of the college's decision-making staff such as reporting directly to the dean and meeting with the chairman at staff meetings. Access to the decision-making process appears to be vital to the development and maintenance of an internship program because of budget and supporting policy needs. The coordinator needs the opportunity to make requirements known and, particularly, in light of restricted budgets, to be

able to argue for them directly. Not being a part or having direct access to the decision-making apparatus of the institution has been a characteristic of programs with operational and survival problems.

2) The Faculty

There are several ways in which faculty can quite directly affect the course of program development. Faculty have frequent contacts with students and exert influence over their program planning. In the case of an optional program, they can and do influence student decisions. Through departmental meetings, resolutions and policies affecting the cooperative program can be adopted. Some faculty conduct discussions of student work experiences and make efforts to relate these work experiences to the classwork. A number of faculty regularly read students cooperative work reports to be better informed about what their students did while on work assignments. This sort of faculty involment is more evident in stable programs than in those having operational difficulties.

A phenomenon associated with the rapid expansion of cooperative education is the granting of credit based on student participation in off-campus work programs. Although awarding credit for cooperative education has not been intended as a means of involving faculty in the program, that has been one of its major consequences. By long established tradition, awarding credit is a responsibility of faculty. Most take this responsibility seriously and are not about to relinquish it. Because of their insistence upon a roll in awarding credit, faculty attitude will be an increasingly significant factor in the implementation and development of real estate internship programs.

The Role of the Coordinator

The internship coordinator is a faculty member charged with a variety of roles and duties essential to the success of the program. The faculty member must be competent in carrying out the tasks of an internship coordinator. If the program is to thrive, the following are particularly important elements of competency in program coordinators:

- Have a clear, orderly and definitive plan for the internship program with both immediate and long-range goals and be enthusiastically committed to the plan.
- Be able to relate to, win acceptance by and interpret the program to other faculty, administrators and auxiliary service staffs, such as admissions, financial aid and alumni placement.
- Be able to relate to and sell the program and participating students to employers.
- Be persistent in efforts to attract students, obtain work situations, and pursuade the various participants of cooperative education of its merits.

It is because of this deversity of tasks and personal qualities that the coordinator's job is complex, demanding and said to be the key to the success of the program. In larger programs, some division of labor is possible. Not so, however, in new programs. Typically, these have one director or coordinator who handles all aspects of the program.

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## Appendix A

## Calendar Models for Coopetative Programs

I. The Design of a Co-op Program

A. To be based on its purposes for: the students, the employers, the college curriculum and instruction, and the college as a whole

B. To take into account the amount and extent of work experience to be included in a student's total college program

C. To reflect the college standards for defining the unit of credit for work experience, the limits on the total amount, and the rate at which cooperative education credits can be applied to the college degree requirements

II. The Development of Study and Work Calendars

A. As affected by type, size and location of the college, by the organization of the curriculum, by the conditions for work opportunities, and by the timing of student enrollment in mandatory or optimal co-op programs

B. With the utilization of the "alternating" and the "parallel" plans applied with variations and combined as desired

C. With the active participation of academic faculty and departments

III. Illustrative Models

In the charts which follow:
S = Full-time Study
W = Full-time Work
S/W = Concurrent Study and Work on the Parallel Plan (normally half and half)

a. Two Year College -- Complete Alternating Plan (Fall through Summer)

| Quarter Calendar | | | | Semester Calendar | | |
|---|---|---|---|---|---|---|
| S | S | S | W | S | S | W |
| S | W | W | S (if needed) | S | W | S |

b. Two Year College -- Completely on Parallel Plan (Fall through Summer)

| Quarter Calendar | | | | Semester Calendar | | |
|---|---|---|---|---|---|---|
| S | S | S/W | S/W | S | S/W | S/W |
| S/W | S/W | S/W | S/W | S/W | S/W | S/W |

c. Two Year College -- Combination of Alternating and Parallel

| Quarter Calendar | | | | Semester Calendar | | | |
|---|---|---|---|---|---|---|---|
| S | S | S | W | S | S | W | |
| S/W | S/W | S | S (if needed) | S/W | S/W | S | (as needed) |

d. Two Year College -- Variation in Alternating Plan

| Quarter Calendar | | | | Semester Calendar | | |
|---|---|---|---|---|---|---|
| S | S | W | W | S | S | W |
| S | S | W | W | W | S | W |
| S | S | | | W | S | |

e. Four Year College -- Completely on Alternating

| Quarter Calendar | | | | Semester Calendar | | |
|---|---|---|---|---|---|---|
| S | S | S | W | S | S | W |
| S | S | S | W | S | S | W |
| S | W | S | W | S | S | W |
| S | W | S | S (if needed) | W | S | S (if needed) |

f. Four Year College -- Combination of Alternating and Parallel

| Quarter Calendar | | | | Semester Calendar | | |
|---|---|---|---|---|---|---|
| S | S | S | W | S | S | W |
| S | S | S | W | S | S | W |
| S/W | S/W | S/W | S/W | S/W | S/W | S/W |
| S | S | S | S (if needed) | S/W | S | S (if needed) |

g. Four Year College -- Five Year Engineering Program

| Semester Calendar | | |
|---|---|---|
| S | S | W |
| S | W | W |
| S | S | W |
| W | S | W |
| S | S | |

## Appendix B:

## Sources For Job Leads

There are a variety of job development techniques available to the coordinator. Some are more effective in certain situations than others, but all are useful at the right time.

Direct mail campaign

Sending letters, brochures or announcements in the mail and soliciting responses is not usually effective but might produce some leads or helpful comments.

Telephone solicitation

Difficult at best. Normally used just to up-date employer files and mailing lists or to set appointment schedules.

Pre-planned call

Visiting a prospective employer after previously making some contact and setting an appointment. Usually requires prior "prospecting" and knowlege of employer organization. Try to visit the key "decision-maker". Much time and effort is wasted on those who, while supportive, do not have the authority to say, "Yes." If continuously "put-off", perhaps contact is (1) not interested, or (2) is not the decision-maker. (DO YOUR HOMEWORK FIRST.)

"Cold" prospecting

Dropping in on a prospective employer without prior knowledge or planning can be difficult and frustrating, but is more effective than mail or telephone. Provides information about employer and his organization and needs, and, if not successful, allows possibility for future contacts. (An occasional dosage of "bloody knuckles" is a necessity for the aggressive coordinator.)

Advertisements

In the right journals, newspapers, or directories can produce good leads. May be relatively expensive, but can be worth it. Try to provide a way of coding your ads so that sources of inquiries can be checked for productivity.

Articles, speeches, news releases, etc.

Good way to advertise without paying the cost. Provides access to those who follow the professional literature, but is indirect and subtle. Remember Rotary, Kiwanis, Lions, etc., all need speakers.

Banquets, cocktails, etc.

If the budget allows, invite members of selected "target group" to the campus for purposes of making a "pitch." Must be handled tastefully and low-key.

Participation in professional organizations

Extremely effective if right groups are chosen. Remember, the organization must be one that includes the decision-maker from the business and agencies you wish to contact. The nature of your participation can vary greatly depending upon your involvement and their receptiveness. Some examples are:

Providing a hospitality suite or open house
Participation in the planning and design of the meeting
Active part in the program itself
Creating a "booth" and exhibiting with other salesmen
Putting on a demonstration project
Serving on committees
Using your institution to "host" the meeting

Programs for alumni clubs

Your alumni are a valuable source of potential job leads and are usually delighted to be included. If they respond, they can be very enthusiastic supporters.

Curriculum advisory councils

Popular in the two-year colleges, these councils give an immediate contact with the local representatives who know the employment needs of the community.

Directories, help wanted ads, yellow pages, etc.

Good for measuring the "pulse" of an employment market. Keeps you knowledgeable as to where the needs exist and provides sources of leads.

Faculty and their contacts

Last on this list, but by no means least, remember your individual faculty members have a variety of contacts in their professional fields and, if interested, can and will be quite helpful in providing leads.

**Appendix C:**

Evaluating Cooperative Education Students

The quality of any work experience program can best be measured through the learning outcomes of its students. The establishment of effective methods of evaluating these outcomes is the greatest challenge faced by work experience educators, and the key element in determining the final success or failure of the overall program. After many years of experimentation, a Colorado junior college has developed an effective method of assessing student work performance and learning achieved through work experience assignments. The success of this evaluation method is dependent on the dedication of the three people involved--the student, the employer/supervisor and the faculty coordinator. Five major components comprise this evaluation procedure, discussed herein in order of execution, since all are considered to be of equal importance.

A. ESTABLISHING LEARNING OBJECTIVES

The learning objectives should be established prior to the actual work experience through the joint efforts of the student, faculty coordinator and employer. The faculty representative should stress what is felt students can achieve through the experience and how these things apply to the major discipline and classroom curriculum. The employer will offer suggestions about the

opportunities available with the job and will make what the expectations are for the student during the work assignment. Students are offered the opportunity to shape his learning objectives in terms of what they hope to gain through the experience. The objectives serve as guidelines throughout the assignment and a standard by which later evaluations are made.

B. THE JOURNAL

Students maintain a written account for the duration of the work assignment, kept usually on a daily or weekly basis. The journal is not intended to be merely a diary of tasks learned or completed, but an outlet for the student's concerns, reactions or questions. When approached in this context, the students can see the journal as a valuable tool which will assist them in evaluating their progress and will later be useful in preparing the term report.

C. THE TERM REPORT

The students' term report should consider their achievements in light of the learning objectives established earlier. Often their journal will reveal accomplishments the student had not previously considered or point out shortcomings of the work assignment--or of the students themselves. They should be reminded that this report might well consider changes in attitude, evidence of improved interpersonal relationships, and modifications of career goals which occur as a result of the work assignment.

D. EMPLOYER'S EVALUATION

The employers' evaluation of the students' work performance should be comparable to that of other employees. Employers must consider not only how well students accomplished their learning objectives, but employers also must rate the student on such topics as cooperation, initiative, ability to get along with other employees, reliability, quality of work and progress. Students should be informed prior to beginning the work assignment their supervisors' evaluation will reflect these considerations. Employers and students should understand that any major problems or conflicts must be handled as they arise and not allowed to remain until grades are given.

E. FACULTY COORDINATOR EVALUATION

The faculty coordinators prepare a final evaluation which takes into consideration all these components, as well as their own observations. The coordinator is required to complete no less than two on-sight visitations to the work station during the work period. During these visits, the students' progress is discussed with both the employer and the students themselves. Additional visits or telephone checks can be made if needed. The student should be made to feel that the coordinator's office is open at all times for problems or questions concerning the work assignment. The final evaluation should be handled on a personal level with the student to maximize the educational benefit of the work period.

Through these five components, the work experience of the student becomes a real extension of the classroom curriculum. The method is based on predetermined and clearly understood criteria, helping to eliminate confusion and misinterpretation in the evaluation process. All are designed to help promote self-evaluation on the part of the student, and to insure that the work experience is an asset in helping the student to make wise career choices.

## Appendix D:

## Coordinator's Guidelines and Responsibilities

I. Recruit Student

A. Contact student enrolled in your classes who would be good candidates for co-op.

B. Ask other instructors in your area to recommend students.

C. Announce and explain the co-op program to classes.

D. Have co-op applications available for students; interview students.

E. Counsel students regarding career goals and personal development.

II. Recruit Employers

A. Contact area businesses by phone or in person to develop co-op positions.

B. Visit employers--either alone or with co-op staff member.

C. Advise employers of student's academic exposure and abilities.

D. Be available to employer for advisement.

III. General Procedures

A. Announce job information to classes.

B. Put up announcement on bulletin boards.

C. Send memos to other faculty members asking them to announce position availability to their classes.

D. Have any interested student complete co-op forms and return them to the co-op office.

E. After completion of co-op enrollment, the student will be referred to the employer for an interview.

F. Co-op office will be available for follow-up information.

G. Faculty coordinators should be available for on-the-job visits.

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NOV 26 1982